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ABSTRACT

This teacher's guide to the Milwaukee Public Schools' Multi-Language School (foreign language immersion program) begins with a brief general description and rationale of the program. Previous experience with immersion programs at other schools is cited to answer the question, "What effect does a second language 'immersion' program have on children?" A page each is devoted to describing program goals and information about pupil enrollment. Thirty-one specific classroom procedures are suggested to the teacher. Sample classroom routines are offered for the lower, middle, and upper primary levels, and additional specific grade level procedures are suggested. Curriculum resources are briefly outlined. A table is included that indicates the approximate number of minutes weekly that are to be devoted to the second language as compared to English. Staff characteristics and expectations are briefly stated, and a detailed job description for a resource teacher is included. The guide concludes with a short statement on parent and community involvement, a sample informational form, guidelines for evaluation, and recommended professional reading for the teacher. (JB)

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MULTILANGUAGE SCHOOL

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TEACHER GUIDE
MULTI-LANGUAGE SCHOOL (FRENCH/GERMAN)

DESCRIPTION

The Multi-Language School (French/German) provides an "immersion" type of language program in a multicultural setting for pupils whose parents would like them to have the advantage of becoming proficient in two languages -- English and a second language by the time they complete the kindergarten through grade five sequence.

Children will learn the second language in a natural way in everyday classroom conversation situations and subject content instruction. This will make language learning more meaningful to them and help them develop these language skills: listening comprehension, spontaneous verbal expression, reading and writing.

The curriculum is basically the same for pupils in this program as it is in that of all other Milwaukee elementary schools. However, in addition, pupils will learn to understand, speak, read and write a second language.

At the kindergarten level, in addition to the regular kindergarten activities, vocabulary, short sentences and passive comprehension of the second language are stressed. The teacher speaks only in the second language. Although children may use English, they are encouraged to use the second language vocabulary and expressions with which they are comfortable.

During their first three years in 4 year old and 5 year old kindergarten and lower primary, children are "immersed" in classroom communication and subject content instruction entirely in the second language.

In lower primary, the teacher and pupils use the second language for classroom communication and in subject content instruction. Pupils are guided to use the second language in communication with the teacher and with each other. Pupils are expected to make consistent use of the second language expressions, vocabulary and structures that they know.

English reading and language arts will be introduced in middle primary with two half hour periods daily. The percentage of classroom communication and subject instruction in the English language increases each year until an approximately even balance of English and the second language is reached in grade five.

From middle primary through grade four the medium of instruction is mainly in the second language.

Continuity in the program will be established by adding one grade level each year until a K-5 sequence is reached.

The guidelines for development of a language continuum in German are contained in the MPS publication, "The German Language Continuum, K-5". The guidelines for the French Language Continuum will be developed during the 1978-79 school year.

Parents will have many opportunities to become personally and actively involved. One of the ways is by participating in evening adult classes in the second language.

RATIONALE

The concept of an "immersion" type of second language program is based on the following rationale:

- In the past, too many FLES (foreign language in the elementary school) programs failed because the second language was taught only as a subject. Pupils were not given sufficient opportunity to hear the language and to use the language for communication.

- Language learning should be started early and, to be meaningful, it must involve the pupil in the use of the language for communicating in normal everyday situations and in subject content learning.

- Children must see that the language can be used immediately in meaningful situations to convey wants, thoughts and feelings.

- The immersion program provides children with the opportunity to learn the second language by the time they complete the K-5 sequence and also learn the same subject content concepts that other Milwaukee Public School children do.

- Being immersed in second language learning provides new and exciting opportunities for children to gain deeper insights into themselves and other ways of thinking and expressing themselves.

- Research in Canada and especially the St. Lambert program in French, as well as program evaluations in Culver City, California (Spanish) and Silver Springs, Maryland (French) have shown that children in immersion programs do learn the second language and at the same time are equal to or beyond their English speaking peers in English reading and subject content instruction.

- The research extracts on the following pages further emphasize the benefits of the immersion approach at the elementary school level.

milwaukee public schools

MULTI-LANGUAGE SCHOOL BULLETIN NO. 1

WHAT EFFECT DOES A SECOND LANGUAGE "IMMERSION" PROGRAM HAVE ON CHILDREN?

1. Research on Various Canadian French Immersion Programs

-"Students in an early total French immersion program quickly catch up to their English educated peers in English reading skills if they are introduced to formal instruction in English Language Arts at the Grade Two, Three or Four level."

- "The introduction of reading in the second language in early French immersion programs prior to the introduction of reading in the native language appears to foster rapid transfer of reading skills. The teaching of English reading followed by the introduction of French reading appears to have negative effects on reading in both French and English."

-"Where achievement in subject areas taught in French has been examined in English, French immersion students perform as well as their English instructed peers."[1]

2. Research on the St. Lambert Experiment

-"One of the most carefully researched projects has been the St. Lambert experiment. English speaking parents at St. Lambert, a suburb of Montreal, voluntarily enrolled their children in an 'immersion type' of second language program in which French was used as the language of instruction starting in kindergarten. At the end of grade 4, the evaluation showed that the experimental group:

-was at the same level as pupils in the English control group in English reading ability, listening comprehension, and knowledge of concepts in English.
-fared extremely well in French when compared to children from French-speaking homes.
-was not affected inversely in a measured intelligence test.
-was much fairer and more charitable in attitudes than children in the English and French control groups."[2]

3. Research on Four Corners Elementary School

-"The French 'immersion' program at the Four Corners Elementary School, Silver Spring, Maryland consisting of a class of 27 children in first, second, and third grades, began in 1974. The end of the first year report includes these comments from two members of a visiting committee:

-The overwhelmingly positive impression one comes away from this class with seems to stem from two factors. The first is that these children are able to communicate not only what's on their minds, but also how they feel about things...The second factor is the real enthusiasm with which these children express themselves. Their delight in using French is contagious and affects all those who visit the class.
-All in all, the immersion program is a very exciting and impressive one. I warmly recommend its continuation and further development."[3]

4. Research on the Culver City, California Immersion Program (Spanish)

-"Very definite patterns appear to be emerging from the Culver City project. As in the case of the St. Lambert study, the English-speaking students are acquiring competenc in understanding, speaking, reading, and writing Spanish, while maintaining English language proficiency. These students are also performing on a par with their English speaking age group in content subjects such as mathematics. The ongoing analysis of the language acquisition process helps shed light on the strategies that the students are using in learning to learn through Spanish." [4]

5. Research on the French Immersion Program of the Ottawa, Canada, Roman Catholic Separate School Board

-"The overall conclusion of our research team is that early and late immersion, as well as an enriched French program, are all compatible with the fulfillment of an English school system's major first language curriculum aims. From the evidence that we have been able to gather on group trends, we have concluded that the majority of children are well able to undertake these programs, although we do feel that special cases, such as children with language or perceptual disabilities, require further study." [5]

6. Research on Immersion Programs Throughout the World

-"What surprised us, though, was that the French-English bilingual children in the Montreal setting scored significantly ahead of carefully matched monolinguals on both verbal and non-verbal measures of intelligence. Furthermore, the patterns of test results suggested that the bilinguals had a more diversified structure of intelligence, as measured, and more flexibility in thought.

-"What was needed was confirmation from other settings and from studies using different approaches. Fortunately, since then, confirmations have started to emerge from carefully conducted research around the world, from Singapore, Switzerland, South Africa, Israel and New York, Western Candada and, using a quite different approach, from Montrea All of these studies (and we have found no others in the recent literature to contradic them) indicate that bilingual children relative to monolingual controls, show definite advantages on measures of 'cognitive flexibility', 'creativity', or 'divergent thought'

7. Research on the Effect on Children's Intelligence

-"Bilingualism increases intellectual potential and is beneficial to concept formation. Then a second language should be introduced during the early years when experience and environmental factors are most effective in contributing to the development of intelligence."[7]

8. -"Intellectually (the bilingual child's) experience with two language systems seems to have left him with a mental flexibility, a superiority in concept formation, and a more diversified set of mental abilities...There is no question about the fact that (the bilingual) is superior intellectually. In contrast, the monolingual appears to have a more unitary structure of intelligence which he must use for all types of intellectual tasks."[8]

9. Additional Research Highlight

- Access to two languages in early childhood can accelerate the development of both verbal and nonverbal abilities. Positive correlation between bilingualism and concept formation, cognitive flexibility and divergent thinking is also evident.

10. Acquisition of Reading Skills in Immersion Programs

-"There are extensive research findings which indicate that: 1) majority group students who are educated in a second language prior to being educated in their first language do not suffer loss of reading ability in the first language, 2) within one year after the introduction of language arts in the first language, any deficiencies in first language reading skills are redressed, and 3) even prior to formal instruction in the first language, immersion students demonstrate considerable competence in the language, probably as a result of transfer of language skills."[9]

LEARNING DIFFICULTIES

"The possibility of learning difficulties (learning disabilities, for example) has been investigated via three different measures:

1. The Illinois Test of Psycholinguistic Abilities (ITPA), which is intended as a diagnostic test in this general area
2. The Slingerland Screening Test for Children with Special Learning Disabilities .
3. The Myklebust Pupil Rating Scale, which was completed by teachers in independent French and English versions.

From the results on all these measures, presented as group averages (and it must be emphasized that we did not study or diagnose individual children), there is no evidence of any greater tendency on the part of the immersion children towards learning difficulties at any grade level. Their scores were similar to those of the comparison groups, and even tended to be somewhat superior on the subtests of the ITPA. On the rating scales, teachers in the early grades, and French teachers in particular, tended to rate the immersion children somewhat higher on both verbal and non-verbal aspects of classroom behavior."[10]

FOOTNOTES

1. M. Swain, "French Immersion Programs Across Canada: Research Findings", The Canadian Modern Language Review, November, 1974.

2. W.E. Lambert, G. Tucker, Bilingual Education of Children: The St. Lambert Experiment, Newbury House Publishers, Inc., 1972.

3. "End of Year Report on the French Immersion Program at Four Corners-June 25, 1975", The Four Corners Elementary School, Silver Spring, MD.

4. Andrew Cohen, "The Culver City Spanish Immersion Program: The First Two Years", published in the Modern Language Journal, March,1974.

5. Henry P. Edwards, "Evaluation of the French Immersion Program Offered by the Ottawa Roman Catholic Separate School Board", The Canadian Modern Language Review , November, 1976.

6. W.E. Lambert, "Cognitive and Socio-Cultural Consequences of Bilingualism", published by The Canadian Modern Language Review, February, 1978.

7. W.W. Lietke and L.O. Nelson, "Concept Formation and Bilingualism", Alberta Journal of Educational Research, Vol. IV, No. 4 (1958), p. 231.

8. E. Peal and W. Lambert, "The Relationship of Bilingualism to Intelligence", Psychological Monographs (1962), p. 186.

9. F. Genesee, "Acquisition of Reading Skills in Immersion Programs", to be published in Foreign Language Annals in 1978, American Council on the Teaching of Foreign Languag

10. Birgit Harley, "Alternative Programs for Teaching French as a Second Language: Introduction" (report on the Ottawa-Carleton, Canada French immersion research), published by The Canadian Modern Language Review, November, 1976.

GOALS

Pupils who complete this "immersion" type of second language proficiency school from kindergarten through grade five will be able to:

- Communicate (understand, speak, read and write) in the second language with ability approximating that of a pupil who is native to that language.

- Perform in English language arts and the MPS Continuum of Reading Skills as well as or better than their monolingual peers.

- Acquire a greater understanding, knowledge and appreciation of other cultures.

- Achieve such proficiency in the second language and in English that they are able to pursue their studies with ease in both languages.

- Achieve skills and knowledge in all subject areas equal to or greater than their monolingual peers. These will be judged by evaluation of the following subjects:

  English, Science, Mathematics, Social Studies

Parents, whose children are participating in the program, will be motivated to:

- Become involved in the planning, implementation and evaluation of the second language proficiency school program.

- Participate as volunteers and make a "visible commitment" to the program.

PUPIL ENROLLMENT INFORMATION

Enrollment is open city-wide to all children. No attempt will be made to pre-select or screen children for the program on the basis of IQ or other variables. The only criteria will be the interest and involvement of the parents. This involvement should be visible to their child.

Pupils will be selected from the list of city-wide applicants on a random basis stratified by sex, grade level and race. The criteria for pupil enrollment will also be based on the interest and visible involvement of the parents. Continuation in the program will depend on the pupil's own motivation and interest.

In the first year only, 1977-78 school year, the program had pupils who started their second language learning not only in kindergarten but also in the lower, middle and upper primary grades. In subsequent years, pupils will start the program only at the four-year-old kindergarten level.

Assigning pupils to fill vacancies at other grade levels will be possible on an individual counseling basis. Native speakers of the second language may begin the program at any grade level if they are bilingual in German or French and English. Native speakers of the second language who are limited in their English language skills, may enroll beginning at Grade 4, since more English is being introduced at this grade level.

Approximately 125 pupils were enrolled during the first year of the German program, 1977-78. This is based on an average enrollment of approximately 22 pupils in the four-year-old kindergarten in the morning and 25 in the five-year-old kindergarten in the afternoon and 25 pupils at each grade level of lower, middle and upper primary.

The average enrollment recommended is approximately 25 pupils in each of the classes from four year old kindergarten through grade 5.

CLASSROOM PROCEDURES

Be clearly aware that this is meant to be a "total immersion" second language program:

- From the first day the pupils enter the classroom they hear and speak only the second language they are learning. Use the second language exclusively. If English is used, pupils will tend to shut out the second language and wait for the English translation.

- Use the second language in normal everyday classroom communication and in subject content instruction. This makes language learning more meaningful to pupils. Children learn the second language in a natural way in a class where they are surrounded by the sounds of the second language.

- Stress the second language as a medium of instruction in teaching subject content. Teaching the language as an entity in itself is not stressed as much.

- The language experience approach used in teaching reading in English applies in teaching a second language.

- The development of language skills will be incidental to the learning of subject concepts and content.

To make your job easier, do:

- Create a second language atmosphere in your classroom and throughout the school.

- Assume that the children will understand "teacher talk" in the second language, if you provide constant helpful dramatization, gestures, pictures, paraphrasing, etc.

- Understand that you can effectively help each child attain maximum social and emotional growth. For example, guide the child through a difficult situation by asking questions in the second language so that the child can understand his/her own feelings or behavior. Because the teacher needs to confine herself to using basic second language expressions, the chances of simply "lecturing" in English are eliminated.

- Follow the guidelines that have been mutually agreed upon by all staff members for acceptable pupil behavior in and out of the classroom.

- Encourage pupils to communicate in the second language using expressions and vocabulary common to the classroom and school and expanding to a broader range of experiences. Help pupils to express their thoughts and feelings in the second language.

- Use the expression "auf Deutsch bitte", "en français s'il vous plait", frequently to remind pupils to try to speak in the second language. Encourage pupils at the Kindergarten level and insist upon the second language beginning at the LP level.

- Encourage pupils to speak so that they can be heard clearly.

- Begin the day with a language generating activity.

- Plan a review of learning and vocabulary at the end of each day.

- Be sure to allow ample time and frequent opportunity for the pupils to express themselves in the second language.

- Encourage the child's flow of talk as he/she communicates in the second language. Use moderation in correcting errors. Do not correct, if the flow of language will be impeded or the child inhibited. Refer to the section on errors in "Ways to Interweave the Language Continuum Into the Daily Class Activities".

- Incorporate the second language continuum into your daily, weekly, semester and yearly plans.

- Identify certain language items and difficulties (structure, grammar, vocabulary, pronunciation, etc.) and give special attention to them each day on a systematic basis. Use a variety of techniques. For additional information see the product on "Ways to Interweave the Language Continuum Into the Daily Class Activities".

- Continue to review and use language patterns and vocabulary that children know to help them feel successful and secure.

- Develop the pupils' second language skills by combining verbal with "hands on" experiences in the subject content areas. Provide opportunities for success and reward effort.

- Include multicultural experiences in the curriculum and in the school program as often as possible.

- Maintain close liaison between the supervisory staff, the principal, the parents and the teachers from the beginning in order to work on problems as they arise.

- Make use of your Resource Teacher as a person who can help to make your task easier and more productive.

- Make use of experience charts. They help the pupil make the transition to the second language, and help him/her learn reading, self-expression and subject content.

- Use lots of pictures, objects, gestures and physical actions. These help children understand and are especially needed in the first few weeks.

- Help teacher aides and volunteers, such as parents, by specifying exactly which expressions and vocabulary you want them to stress in working with pupils.

- Make sure that the second language ability of volunteers is really acceptable.

- Organize and supervise the work of the teacher aide to maximize the learning by the children.

- Enlist the aid of as many volunteers as possible. The non-foreign language persons can work at jobs that do not require the language and the others can work with small groups in the language. Volunteers could be: parents, community members, high school students (as part of field experience for credit), college students.

- Establish a classroom routine. This is any important part of any classroom, but especially important in a second language immersion program to help the child feel secure.

- Make use of the additional classroom routines listed in the MPS Curriculum Guide Kindergarten Primary.

Sample Classroom Routine

LOWER PRIMARY

- Introduction
  - Calendar
  - Weather
  - Show and Tell
  - Explanation of morning work
- Independent seatwork activities/reading groups
- Recess
- Mathematics (class activity and independent activity)
- Music
- Lunch
- Story Time
- Phonics
- Science/Social Studies
- Art project (often related to science or social studies lessons)

MIDDLE PRIMARY

- Introduction
  - Calendar
  - Weather
  - News
  - Warm-up sentences
- Independent seatwork/reading groups
- Mathematics (begun as a class activity, finished as an independent activity)
- Spelling or Physical Education
- Phonics
- Science
- Music

- Story or filmstrip

- Show and tell; summary of the day's work (new language patterns and vocabulary)

UPPER PRIMARY

- Introduction
  - Warm up with familiar language activity
  - Calendar
  - Weather
  - News
  - Goals for the day

- Most important new learning

- Independent seatwork/reading groups

- Recess

- Mathematics

- Music

- Lunch

- Spelling and phonics

- Physical education

- Science/social Studies

- Art or language game or story time

- Summary of day's achievements

Grade Level Procedures

- Kindergarten: Kindergarten children, from the first day on, will receive all of their instruction and classroom communication in the second language. The goal is to prepare the pupils to be able to handle the curriculum in lower primary with facility and "tune" their ears to the second language.

  At the kindergarten level, the curriculum will stress the development of listening comprehension skills and vocabulary in German along with the traditional kindergarten activities.

  Kindergarten pupils may be permitted to speak either in the second language or English. However, they should be encouraged, without pressure, to speak in the second language.

  After completing kindergarten, pupils will have built up an extensive recognition vocabulary and will be using short expressions and sentences in the second language.

- Lower Primary: As pupils enter the lower primary, they will be expected to communicate in the second language--not English.

  Pupils will continue to be instructed in the second language in reading, writing, mathematics, science and social studies, music, art and other classroom activities.

  Pupils may receive some instruction in English through the specialist teachers of art, music and physical education.

  Pupils will start reading first in the second language and not in English. English reading and language arts will be gradually introduced in middle primary. (Approximtely one hour per day: one half hour in the morning, one half hour in the afternoon)

  At the lower primary level, do not attempt to teach the children to read in English. Advise parents that they should feel free to encourage any natural interest in reading shown by their child, but that they should not try to formally teach English reading at home.

- Middle Primary: Pupils will continue to receive their reading and writing instruction, as well as their subject content instruction in the second language. This includes mathematics, science, social studies and other subjects.

  Classroom communication will continue to be in the second language.

  English reading and language arts will be introduced at the middle primary level for two thirty minute periods daily.

  *NOTE: During the 1978-79 "phase-in", thirty minutes per day will be devoted to English reading and language arts.

- Upper Primary: English reading and language arts will be continued at the upper primary level for two half hour periods daily. All other subjects will continue to be taught in the second language.

  *NOTE: During the 1978-79 "phase-in", thirty minutes per day will be devoted to English reading and language arts.

- Grade Four: English reading and language arts will increase to two forty minute periods daily. Subject content English vocabulary will be taught as part of the English language arts curriculum. All other subjects will continue to be taught in the second language.

  *NOTE: During the 1978-79 "phase-in", thirty minutes per day will be devoted to English reading and language arts.

- Grade Five: English reading and language arts will increase to approximately 100 minutes per day. Mathematics will be taught in English. Subject content English vocabulary will be taught as part of the English language arts curriculum. All other subjects will continue to be taught in the second language.

*The term "phase-in" as used in this guide, applies to those pupils who began the program in the middle primary and upper primary grades in 1977-78.

Visitors

Since all innovative programs attract many visitors, teachers in the immersion program should expect that their classes will be a "goldfish bowl" and graciously welcome visitors. Do continue with the lesson.

Designate a place where visitors may be seated to observe classroom activities. Assign pupils to greet and seat visitors.

Visitors will be informed that classroom communication will be in the second language only. If visitors are English speakers, and ask questions, invite them into the corridor. If the visitor speaks the second language, the teacher may wish to include him/her in the class activities.

In the office, each visitor will be given a copy of the following form:

SOYEZ LE BIENVENU!

HERZLICH WILLKOMMEN!

We are happy that you are visiting our Multi-Language School-French/German/English.

As you visit the classrooms, please note that the language of communication and of subject content instruction is German or French. Please observe the "German Only" or "French Only" procedure.

If you are unable to converse in the second language, the teacher or the aide, depending upon the classroom situation, will be glad to answer your questions in English in the corridor.

DANKE SCHÖN!

MERCI!

CURRICULUM

Emphasis will be placed on learning the concepts of the MPS curriculum through the use of the second language by obtaining and/or creating suitable materials for the program. Some second language books and materials designed for native speakers do correlate well with the MPS curriculum.

Teachers will use the following MPS curriculum teacher guides:

- Curriculum Guide for Kindergarten-Primary
- Curriculum Guide for Intermediate Grades
- Continuum of Reading Skills -- Teaching Strategies for Word Attack Skills
- Continuum of Reading Skills - Teaching Strategies for Study Skills
- Independent Work Activities, Primary Level
- MPS German Language Continuum
- Ways to Interweave the Language Continuum Into the Daily Class Activities
- Comprehension: Continuum of Reading Skills Teacher's Planning Guide

Dependent on the availability of specialists in art, music and physical education who have the ability to speak the second language, those subjects will also be taught in the second language.

PROGRAM SCHEDULE

The table on the following page indicates the approximate number of minutes weekly that will be devoted to the second language as compared to English:

MULTI-LANGUAGE SCHOOL (German / French)

Approximate time in minutes per week devoted to each subject in the second language and/or English.

NOTE: 1) During the 1977-78 school year, levels K-3 were begun. Each level had total immersion in German.
2) The amount of time spent on each subject area is determined by MPS curriculum policy. Variations from this schedule will occur during the "phase-in" from Fall 1977 through Spring 1981. They are noted under "Classroom Procedures."

SUBJECT	Kindergarten (4 year old)		Kindergarten (5 year old)		Lower Primary		Middle Primary		Upper Primary		Grade 4		Grade 5	
	SL	E	SL	E	SL	E	SL	E	SL	E	SL	E	SL	E
Communication Skills -Reading/Language Skills	TEACHER TALK WILL BE IN THE SECOND LANGUAGE. PUPILS MAY RESPOND IN ENGLISH OR THE SECOND LANGUAGE.				675		275	250	250	250	* 55	120 120	* 25	200 140
-Spelling							50	25	25	50	55	80	25	80
-Writing					75		50	25	25	50	*	80	*	80
Mathematics					75		100		125		150		** 100	** 100
Science/Conservation					75		100		100		100		100	
Social Studies					75		100		100		160		160	
Arts and Crafts					150		150		150		175		155	
Music					100		100		100		60	40	60	40
Physical Education/ Health Education					60	90	60	90	60	90	90	90	70	90
TOTAL					1285	90	985	390	935	440	845	530	695	730

SL=second language
E=English

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*Second language reading and writing skills will be developed in subject content areas.

**Mathematics will be taught in English the first semester and in the second language the second semester. However, pupils will also be taught English vocabulary for new mathematics concepts introduced in the second semester.

STAFF

The principal, teachers, school aides and building staff need to have the following qualities in order to insure the success of the program:

-enthusiasm and commitment to the program
-experience, training and working knowledge of the second language
-ability to work with other staff members
-creativity and use of sound teaching techniques
-flexibility and willingness to modify procedures as the needs arise

Each class will be taught by an elementary certificated teacher who has native or near native proficiency in the second language as well as in English, and who is also qualified in second language teaching methods.

Each staff member is expected to:

- Participate in inservice program planning and staff development.
- Do extensive reading regarding "immersion" programs, their procedures and evaluations.
- Arrange to spend some time periodically in the countries in which the second language is the native language.

THE RESOURCE TEACHER

A resource teacher with the following job description will be assigned during the first years of the program:

NOTE: The position of Resource Teacher is on a permanent basis in one second language proficiency school. However, it is anticipated that, as other second language schools are established, the resource teacher will divide her/his responsibilities among other schools also.

The resource teacher will be directly responsible to the principal of the school in which she/he is working and also to the Curriculum Specialist, Foreign Languages.

Responsibilities:

- Maintain contact and act as liaison between school and parents and community. Find ways and means to encourage, motivate and stimulate this relationship by providing ways to involve parents in the program.

- Work closely and establish mutual cooperation with the Curriculum Specialists and Supervisory Staff in Foreign Languages and the Elementary Department.

- Provide curriculum and instruction leadership to the school staff.

- Develop written products (with the help and input of staff) such as:

  -Teacher's Guide: Kindergarten-Primary Grades (Immersion Program)
  -Bibliography of books and materials for each grade level
  -Useful German vocabulary and expressions for the subject content areas
  -Useful German classroom expressions
  -Brochure for parents

- Meet at a designated time weekly with the staff to:

  -Discuss questions and problems
  -Provide staff with information concerning techniques, new books/materials

- Assist with evaluation of the program regarding goals, objectives and processes.

- Work with the Department of Municipal Recreation in establishing evening second language courses for parents.

- Provide for distribution of "Information Forms" to parents who would like to enroll their children in the program.

- Coordinate a bilingual "newsletter" (written by pupils) to keep parents informed of happenings in the program and in school events.

- Supervise the operation of the Media Center and the library and the cataloging of books and materials. Enlist the aid of parent volunteers.

- Find ways and means to establish a second language "cultural island" in the building with bulletin board displays and other creative ways.

- Help teachers follow the MPS "Teacher Guide: Multi-Language School" so that the principles of immersion teaching are followed.

- Keep the Curriculum Specialist infomred of all activities planned at the Multi-Language School.

- Help the classroom teacher with second language teaching techniques by actual classroom demonstrations.

- Serve as a resource person in helping teachers locate and evaluate needed books and materials.

- Coordinate, as needed, team teaching assignments and class scheduling procedures.

- Keep up with the latest developments and research in immersion language programs and disseminate information to the staff.

- Serve as liaison to help the staff effectively utilize supportive services such as psychologist, reading specialist, etc.

- Arrange for Round Table lunch second language experiences for the children. This activity is aimed at student participation and parent involvement as interesting adults are invited to spend the lunch hour with groups of 4-6 children.

- Establish a human resource file for easy and handy reference.

- Schedule and coordinate individual and group visits. Orient visitors and explain the school program.

- Inform the community, the media, and professional groups about the school activities.

- Perform other assignments that would be advantageous to the success of the Multi Language School.

PARENT AND COMMUNITY INVOLVEMENT

Provide parents who have enrolled a child in the program with an "Information Form" to be completed. The Information Form specifically requires "visible involvement" of the parents. A copy of the parent "Information Form" is on the next page.

Cooperate closely with parents, community members, and the Parent Teacher Organization, through the resource teacher in the development of activities for the school.

Have orientation meetings for new parents. This is essential as soon as possible for new parents and as a continual program of information and instruction for all parents.

INFORMATIONAL FORM

MULTI-LANGUAGE SCHOOL

Parent/Guardian's Name: _____

Address: _____ Telephone: _____

Child's Name: _____ Birthdate: _____

Pupil's Grade in September: _____

Please Check: German Pupil _____ French Pupil _____

Ethnic Background: Mother _____ Father _____

Language Background: Mother _____ Father _____

Did you child have the ability in understanding and/or speaking the second language before entering our program? Yes ___ No ___

Optional: I would be able to assist in the following ways (please check). Note: If you are already involved do not complete this section.

_____ Assist with class field trips.

_____ Work with individual children in the class.

_____ Prepare materials for the class (type, make booklets, duplicate materials), and contribute artifacts, cultural items and related travel collections for classroom use.

_____ Assist in the coordination of volunteer activities in the class.

_____ Assist the teacher with special class projects.

_____ Organize and assist in the gathering of books and records to be loaned to parents of the children in the class.

_____ Assist in preparing a newsletter for the parents of children in the bilingual class.

_____ Serve on P.T.O. committee.

_____ Other ways in which I can be of help _____

_____

_____

_____

_____

Informational Form

I would be interested in enrolling in an adult education course in the second language that my child is taking. (Please check the appropriate boxes listed below)

French ____ German ____

____ Beginning level

____ Intermediate level

____ Advanced level

Your comments/questions: _____

_____

_____

_____

I understand:

- That this is an "immersion" type second language school where my child will learn the second language in a natural way in everyday classroom conversation and subject content instruction.
- That the first three years of the immersion program (4 and 5 year old kindergarten, lower primary) are conducted entirely in the second language and that my child will start receiving instruction in the English language skills when he/she reaches the middle primary grade.
- That I need to make a commitment to this program that will show my child that I believe in it and will support it by: participating in one or more of the optional suggestions listed on the reverse side; encouraging her/him in the use of the language at home.
- That for the first month or so, a child attending a class using "immersion" techniques may feel tired at the end of the day.

_____ _____

(Mother/Guardian's Signature) (Father/Guardian's Signature)

EVALUATION

An appropriate evaluation plan to measure progress in reaching the identified cognitive and affective goals of the program is an essential component of this program.

Evaluation of the goals, objectives and processes is an important part of an immersion program requiring the cooperative efforts of teachers with the evaluator. Evaluation results will provide valuable data regarding pupil progress so that needed modifications may be made.

Evaluation of each pupil's academic skills, starting at the lower primary level is needed in order to assess the pupils' cognitive and affective development by means of:

- -achievement tests in the second language and English language arts
- -tests in mathematics involving both problem solving and computation given in the second language
- -tests in science
- -listening comprehension in both languages
- -English and second language speaking skills
- -second language sound discrimination tests
- -flexibility and creativity measures
- -verbal and non-verbal IQ tests
- -attitudinal inventories designed to measure the attitudes of the children toward their own and other selected ethno-linguistic groups

Evaluation of parent attitudes and their involvement is a vital part of the program.

Maintenance of a "Pupil Continous Progress Record" in the second language is essential for each child. The second language skills referred to in the record are based on the specific items listed in:

- -German Language Arts Continuum
- -German Immersion Curriculum Guide
- -French Language Arts Continuum
- -French Immersion Curriculum Guide

This record supplements the regular MPS Pupil Progress reporting procedures.

RECOMMENDED PROFESSIONAL READING FOR THE TEACHER

To gain a better understanding of the rationale and background supporting the immersion approach to a second language, the classroom teacher needs to include the following publications as "must" reading items. They are located in your school's Professional Reading Library.

- Bilingual Education of Children: The St. Lambert Experiment, Wallace Lambert, G. Richard Tucker, Newbury House.

- Various issues of "The Canadian Modern Language Review", that are devoted specifically to articles on immersion programs and research.

- Articles on the French "immersion" program at Four Corners Elementary School at Silver Spring, Maryland, and the Culver City, California, Spanish "immersion" program.

NOTE: Please inform the resource teacher of other publications you found to be most helpful.